ANALYZING STUDENT ACHIEVEMENT RESULTS: GUIDE QUESTIONS AND SAMPLE STATEMENTS OF RESULTS AND FINDINGS

A. Students Tested

Guide Questions	Sample Data Statements
This year, what students participated in the test administration?	
• What is the percentage of enrolled students tested for each grade level? What percentage was ***not*** tested? • Are some percentages of students tested higher or lower at particular grade levels? • Is there a pattern in the percentage of students tested? • Are there any grade-level differences in the students tested for any of the disaggregated subgroups? (e.g., gender, race/ethnicity, English proficiency, mobility, economic status)	• Of the students enrolled in grade 10, 91% took the state graduation tests; 9% of the students were ***not*** tested. • Approximately the same percentages of students in grades 6, 7, and 8 (94%, 93%, 96%, respectively) took the state criterion-referenced tests (CRT). • A smaller percentage of students took the CRT in grade 6 (88%) and grade 8 (91%) than in grade 7 (98%).
Across years, what are the patterns of students tested?	
• What does the pattern of students tested or not tested within each grade level look like across the years? • Are students in certain disaggregated subgroups not tested over time? In any particular grade levels?	• From 2005 to 2007, the total students tested (grades 2-5) by the state CRT in mathematics decreased 3 percentage points from 98% to 95%. • From 2006 to 2007, the percentage of Hispanic students tested in writing increased in grade 9 (88% to 91%, +3 percentage points) but not in grade 10 (92% to 90%, -2 percentage points).

B. Overall Student Achievement

Guide Questions	Sample Data Statements
This year, what is our overall (total score) student achievement?	
• For each subject area, what percentage of students met and did not meet the state standards (performed at the national average) for all grade levels combined? • Is the student achievement greater in some subtest areas or content strands (e.g., reading vocabulary, reading comprehension) than in others? If so, which ones? • What, if any, are the grade-level patterns of trends in achievement? Is the student achievement greater at some grades than at others? If so, which ones? How much greater?	• The percentages of students in grade 10 who met/exceeded the state CRT standard were 35.9% in English/language arts and 22.5% in math. • The mathematics graduation test pass rate for grade 10 was 77.4%. For students retaking the test in grades 11 and 12, the pass rates were 13.8% and 9.3%, respectively. • CRT mathematics problem solving percent correct is higher for grades 7 and 8 (67%, 61%) than for grade 6 (58%). • The percentages of students who were at/above the national average on the norm-referenced tests (NRT) in mathematics increased steadily across grades 2-5 (48% to 53%). In reading, the percentages increased in grades 2 and 3 (45%, 47%) but decreased in grades 4 and 5 (43%, 39%).
Across the years, is our overall student achievement improving?	
• For each subject area, what is the pattern of student achievement progress across the years? How much progress has been made? • Is student achievement progressing at each grade level across the years (e.g., 6th grade in 2003, 2004, 2005)? • Are student cohorts making progress in subsequent grades in a subject area (e.g., 6th graders in 2003, 7th graders in 2004, 8th graders in 2005)? • Are some cohorts making more or less progress than others?	• From 2005 to 2007, the percentage of students (in grades 2-5 combined) who are at/above proficient on the state math CRT increased 5 percentage points, from 26% to 31%. • From 2006 to 2008, NRT reading total scores increased in grade 6 (37 to 43 normal curve equivalents [NCE], +6 points) and grade 7 (36 to 45 NCEs, +9 points) but decreased in grade 8 (39 to 36 NCEs, -3 points). • From 2006 to 2008, student cohorts made progress on the CRT mathematics tests from grades 3 to 4 (67% to 70%, 65% to 68% At/Above Proficient) but not from grades 4 to 5 (64% to 63%, 70% to 61% At/Above Proficient).

C. Proficiency Level Student Achievement

Guide Questions	Sample Data Statements
This year, what is our student achievement by proficiency levels (or quartile/quintile groups)?	
• In each subject area, what is the percentage of students in the lowest proficiency level (or quartile/quintile group) for each grade level? The level just below the proficiency level (or national average)? The "exceeds" the standard level (or highest quartile/quintile group)? • In which grade level(s) is the percentage of students in the lowest proficiency level (or lowest quartile/quintile group) the greatest? The level just below the proficiency level (or national average)? The "exceeds" level (or highest quartile/quintile group)? • What are the similarities and differences in the proficiency group distributions (percentage of students in each group) for the various grade levels?	• In English/language arts, 3% of the 5th graders exceeded the standard, 31% met, 34% approached, and 30% fell far below the standard. • For reading in grades 6-8 combined, more than half of the students (51%) scored in the lowest quartile group, about one fourth (26%) scored in the second quartile group. • In mathematics, a greater percentage of students are in the lowest proficiency level in grade 7 (36%) than in grade 6 (28%) or grade 8 (31%).
Across the years, to what extent is our student achievement improving in all proficiency levels (or quartile/quintile groups)?	
• Are the percentages of students in the lowest and lower proficiency levels (or quartile/quintile group) decreasing across the years? If not, which grade levels? • Are the percentages of students in the highest proficiency level(s) (or quartile/quintile group) increasing over time? If not, which grade levels? • Are students making greater overall progress in some grade levels than in others? If so, which ones? How much greater?	• From 2006 to 2008, the percentage of 10th graders at the lowest proficiency level in the geometry CRT decreased from 35% to 31% (-4 percentage points). • From 2006 to 2007, the percentage of 6th graders at the highest quartile group increased from 25% to 39% (+14 percentage points) in reading. • In English/language arts from 2005 to 2007, 3rd and 5th graders made greater gains in the percentage of students at/above the proficiency level than 4th graders (grade 3: 47%-53%, +6 percentage points; grade 4: 47%-50%, +3 percentage points; grade 5: 39%-45%, +6 percentage points).

D. School, District, State Achievement Comparisons

Guide Questions	Sample Data Statements
This year, how does our student achievement compare with the district and state (and nation)?	
• For each subject area, are students achieving better than or less well than students in the district and state? • In which grade level is the difference between the school and state achievement the greatest? The least? What is the difference?	• In mathematics, the graduation test pass rate of 10th grade students (78%) is higher than the state rate by 5 percentage points, but lower than the district rate by 3 percentage points. • In reading, the CRT proficiency rates of our 2nd and 3rd grades (65%, 54%) are 3-4 percentage points higher than the state rates. But our 4th and 5th grade proficiency rates (48%, 45%) are 5-6 percentage points lower than the state rates.
Across the years, how does our student achievement progress compare with the progress of students in the district and state?	
• For each subject area, at which grade levels are students making greater progress than the district or state? How much greater? • At which grades are students making less progress? How much less?	• From 2006 to 2008, our students in grades 6-8 combined made greater mathematics proficiency gains (43% to 47%; +4 percentage points) than the district (38% to 40%; +2 percentage points) but not the state (51% to 56%; +5 percentage points). • From 2006 to 2008, our 5th graders made greater progress (7 NCE point gain) than the state (5 NCE point gain). The 3rd and 4th graders in our school made less progress (3 and 4 NCE point gains) than the state (5 and 6 NCE point gains).

E. Demographic and Program Subgroup Achievement (Equity)

Guide Questions	Sample Data Statements
This year, what is the achievement of students by demographic and program (disaggregated) subgroups?	
• In each subject area, what are the differences, if any, in the percentages of students at/above the proficiency level (or national average) by demographic and program subgroups (e.g., gender, race/ethnicity, English proficiency, economic status, special education)? How large are the differences or gaps among the subgroups? • At what grade levels are the proficiency gaps the greatest? The least? • What are the differences, if any, in the percentage of students in each of the proficiency levels (or quartile/quintile groups) by demographic and program subgroups? At what grade levels are the proficiency level gaps the greatest (e.g., how big are the gaps between boys and girls in the various grade levels)?	• In mathematics, the percentages of 9th grade Algebra I white (57%) and Asian (62%) students who met the state standard were substantially higher than for black (43%), Hispanic (45%), and Native American (38%) students. • Although all groups are improving, the gap between the percentage of white and minority (African American and Hispanic) students who met the state standard in language arts on the CRT is larger in grade 8 (34%, 22%) than in grades 6 (25%, 18%) and 7 (26%, 19%). • English/language arts state test results show that the percentages of students in the lowest proficiency level are greater for boys (27%) than girls (19%) in all grades 3-5.
Across years, is student achievement in all subject areas progressing for all subgroups?	
• Is the achievement of students in demographic and program subgroups progressing at the same high, expected rate across the years? If not, at which grade levels are subgroups not progressing?	• The 2005-2007 state CRT test results indicate that our schoolwide language arts gap between white students (43% to 48% Proficient) and minority (African American and Hispanic) students (26% to 35% Proficient) decreased 4 percentage points. • From 2007 to 2008, the average 7th and 8th grade reading NRT NCE scores of economically disadvantaged students were 36 and 20 — 15 and 12 points lower than the scores of non-economically disadvantaged students. • The 2006-2008 state test results show that the proficiency rates of our English language learners (grades 3-5 combined) increased 14 percentage points in reading (14% to 28%) and 10 percentage points in math (47% to 57%).